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AUTHOR Gilles, Steven J.; Krueger, Christine A.
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ABSTRACT

The Wisconsin Department of Public Instruction implemented, in 71 school districts, a pilot project designed to assist handicapped learners to participate in vocational education programs. The program, called Designated Vocational Instruction (DVI), is intended to improve the scope and quality of secondary-level vocational education for special needs students. DVI teachers who participate in the program attend a graduate level six-week training course at the University of Wisconsin on the DVI role, vocational education principles and practices, vocational education for handicapped learners, vocational assessment instruments and techniques, development of vocational curriculum and aspects of the Individualized Education Program (IEP), and instructional accommodation needed for handicapped learners in vocational education. Through this preparation, DVI teachers learn to assist handicapped students to enter and participate in existing vocational education programs. The DVI teacher provides support to both the vocational education teacher and the special needs student. The DVI teacher also facilitates communication between special educators, vocational educators, and student services. The first year of the program was rated a success, with 437 students served, 61 percent of whom earned at least a C or better grade in vocational education courses as a result of this instructional support. If evaluation of the program continues to be favorable, the DVI program will be continued and expanded in Wisconsin. (KC)

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DESIGNATED VOCATIONAL INSTRUCTION

The Council for Exceptional Children
62nd Annual Convention

Washington, D.C.
April 23-27, 1984

Designated Vocational Instruction: An Approach to Vocational Education for the Handicapped

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Steven J. Gilles
Vocational Special Education Coordinator
Department of Public Instruction
P O Box 7841
Madison WI 53707
(608) 267-9256

Christine A. Krueger
Designated Vocational Instructor
Franklin School District
8222 South 51st Street
Franklin WI 53132
(414) 421-3000

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Dr. Herbert J. Grover
State Superintendent

DESIGNATED VOCATIONAL INSTRUCTION
(Vocational Education for Handicapped Students)

The Wisconsin Department of Public Instruction has implemented a pilot project in 71 school districts designed to assist handicapped learners to participate in vocational education programs. The program, an adaption of Georgia's successful Related Vocational Instruction Program, is being referred to as the Designated Vocational Instruction (DVI) Program in Wisconsin.

WHY? To improve the scope and quality of secondary level (high school) vocational education for exceptional educational needs (EEN) students.

WHO? Secondary level EEN students are supported by the DVI pilot approach.

WHERE? Seventy-one locations across the State of Wisconsin (see attached list of sites).

HOW? DVI teachers learn to assist handicapped students to enter and participate in existing vocational education programs. Special education's expertise in how to teach is blended with vocational education's expertise in what to teach. The designated vocational instructor provides instructional support to the vocational educator and the EEN student. The DVI teacher also facilitates communication between special educators, vocational educators, and student services.

PREPARATION? As the first phase of the project, special education certified teachers from each pilot location complete a six-week training session at the University of Wisconsin. The training includes: 1) the DVI role, 2) vocational education principles and practices, 3) vocational education for handicapped learners, 4) vocational assessment instruments and techniques, 5) development of vocational curriculum and aspects of the IEP, and 6) demonstrating knowledge of instructional accommodations needed for handicapped learners in vocational education.

FOLLOW UP? Follow-up includes site visits, technical assistance, inservice training conferences, and evaluation. Bureau for Vocational Education and Bureau for Exceptional Children supervisors within the Department of Public Instruction have provided valuable input in shaping Wisconsin's approach to improving vocational education services for EEN youth.

EVALUATION? According to John Gugerty, principal investigator for the evaluation of the first pilot year of DVI, the pilot project had a "significant and positive" impact upon the vocational education of handicapped students. Four hundred thirty-seven (437) students received vocational education support from DVI teachers. Even though most of the handicapped students serviced had tested reading and math scores below the eighth grade level, 61 percent of them earned "C" or better grades in vocational education courses as a result of this instructional support. (The second pilot year evaluation results will be available in fall 1983.)

SPONSOR? This pilot project is currently being conducted by the Department of Public Instruction. For additional information, please contact Steven Gilles, Vocational/Special Education Coordinator, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, phone (608) 267-9256.

COST? Involvement in DVI need not involve additional costs to participating school districts. A local education agency (LEA) that wants to implement the DVI approach would designate or reallocate one of its existing special education teaching positions to provide instructional support to handicapped youth in the vocational setting. A major strength of the approach is that it allows more effective use of resources now available. In addition, implementation monies administered by the Department of Public Instruction are available to each district eligible for Vocational Education Act funding. These monies are being spent on follow-up workshops, curriculum development time, inservice training, extended contract time, assessment development, teacher aides, computers, and other supplemental items to assist in the implementation of the approach.

THE FUTURE? (Evaluation, Maintenance, and Expansion) The DVI approach will continue to be assessed for its impact on the vocational education of handicapped students. Maintenance and expansion of the approach will depend on the program's evaluation and available resources.

The DVI program affords more nearly equal access and opportunity to a district's vocational education programs. The approach was designed to be basic, practical, and most of all, functional.

Neither special nor vocational education alone can meet the employability needs of handicapped students. The concept of this approach is one of interdisciplinary cooperation. Its ultimate goal is successful entrance and participation in the world of work.

GOALS FOR IMPLEMENTATION:

1. To provide youth at the secondary level with job entry skills in broad or specific occupational clusters.
2. To provide a foundation for entrance and success in a post-secondary system.

DESIGNATED VOCATIONAL INSTRUCTOR ROLE: A DVI provides direct instructional support services for vocational educators and special education students enrolled in vocational education courses. A DVI also facilitates communication among administration, vocational educators, special educators and student services professionals.

(Revised 9/83)

DVI PILOT SITES

1981-82 School Year

DePere High School
Ray Penzenstadler

Edgerton High School
Jane Jacobson

Fall Creek High School
Gary Schwoch*

Franklin High School
Christine Krueger

Greenfield High School
Kathy Hensley**

Kenosha Public Schools
Lenore Hinds

Kiel High School
Willard Liepert

Lake Mills High School
Peggy Schuknecht

Little Chute High School
Joel Newcomb*

Marshfield High School
Linda Lang*

Milwaukee Public Schools
Jane Tojek
Arlene Finn

Mukwonago High School
Frances Keeler

1982-83 School Year

Altoona High School
Jane Mihleiser

Appleton West High Sch.
Terry Tappy

Ashland High School
Kathy Lee

Baldwin-Woodville H. S.
Jane Miller

Beaver Dam High School,
Barbara Link

Black Hawk High School
South Wayne
Denise Iverson

Chippewa Falls High Sch.
Dave Wilson

Eau Claire Memorial H. S.
Peggy Mortensen

Elk Mound High School
Steve McCullough

Greenfield High School
Nancy Pum

Janesville Parker H. S.
John Brinkman

Kickapoo H. S., Viola
Elsbeth Rust

Lancaster High School
Julie Lindberg

Marshfield High School
Audrey Anderson

Menominee Indian Sch.
Dist., Keshena
Merribeth Crawford

Menomonie High School
Gary Schwoch

1983-84 School Year

Beloit Memorial High Sch.
Mary Anderson

Clear Lake High School
Cindy Cyr

Colby High School
Vickie LaVenture

Columbus High School
Ann Teichow

Cumberland High School
Lois Sergent

Deerfield High School
Donita O'Donnell

Dodgeville High School
Barbara Thompson

Edgerton High School
Helen Westness

Fort Atkinson High School
Joanne Moon

Hamilton High School
Mary Ripple

Hartford Union High School
Janet (Joan) Posorske

Hartford Union High School
Mary Jane Cass

Janesville Craig High School
Steve Thompson

Jefferson High School
Kathy Moran

Kenosha Tremper High School
Ronald Bailey

Loyal High School
Jean Yeomans

University of Wisconsin-Oshkosh

Oregon High School
Robert Howman***

Oshkosh Public Schools
Bonita Hill

Portage High School
Jim Jensen

Racine School Districts
Carl Hipp

Rice Lake High School
Peter Grassmann

Stevens Point Area High School
George Hardman

Waupun High School
Rebecca Bluhm

Wisconsin Rapids Lincoln High School
Lyman Echola

Trempealeau Valley Cooperative Schools (CESA #11)
Shari Solberg

University of Wisconsin-Oshkosh
George Stockton

* Relocated
** On leave of absence
***Attending UW-Eau Claire

University of Wisconsin-Eau Claire

Merrill High School
Patrick Krause

New Berlin School District
Karen Schwenkner

Oshkosh North High School
Linda Lang

Owen-Withee High School
Susan Gornowich-Teed

Prairie du Chien High School
Kayla Mezera

River Falls High School
Ken Kasinski

Southern Door H. S. (Brussels)
Gregory Dietz

South Central Vocational Center (CESA #12, Baraboo)
Leigh Ballard-Walsh

Spooner High School
Lynnea Lake

Stoughton High School
Tom Gorr

Verona High School
Joel Newcomb

Viroqua High School
Eliza (Tucky) Skemp

Waunakee High School
Mary Vogel

University of Wisconsin-Eau Claire
Bernard Holler

University of Wisconsin-Whitewater

Marinette High School
Jim Carlson

Mauston High School
Jan Reynolds

McFarland High School
Jayne Roth Mohoney

Mineral Point
Joni Martin

New Berlin Eisenhower H. S.
Mary Anderle

New Glarus High School
Joyce Peterson

Oconomowoc High School
William Sniff

Oregon High School
Kay Bliefernicht

Platteville High School
Marvin Wurth

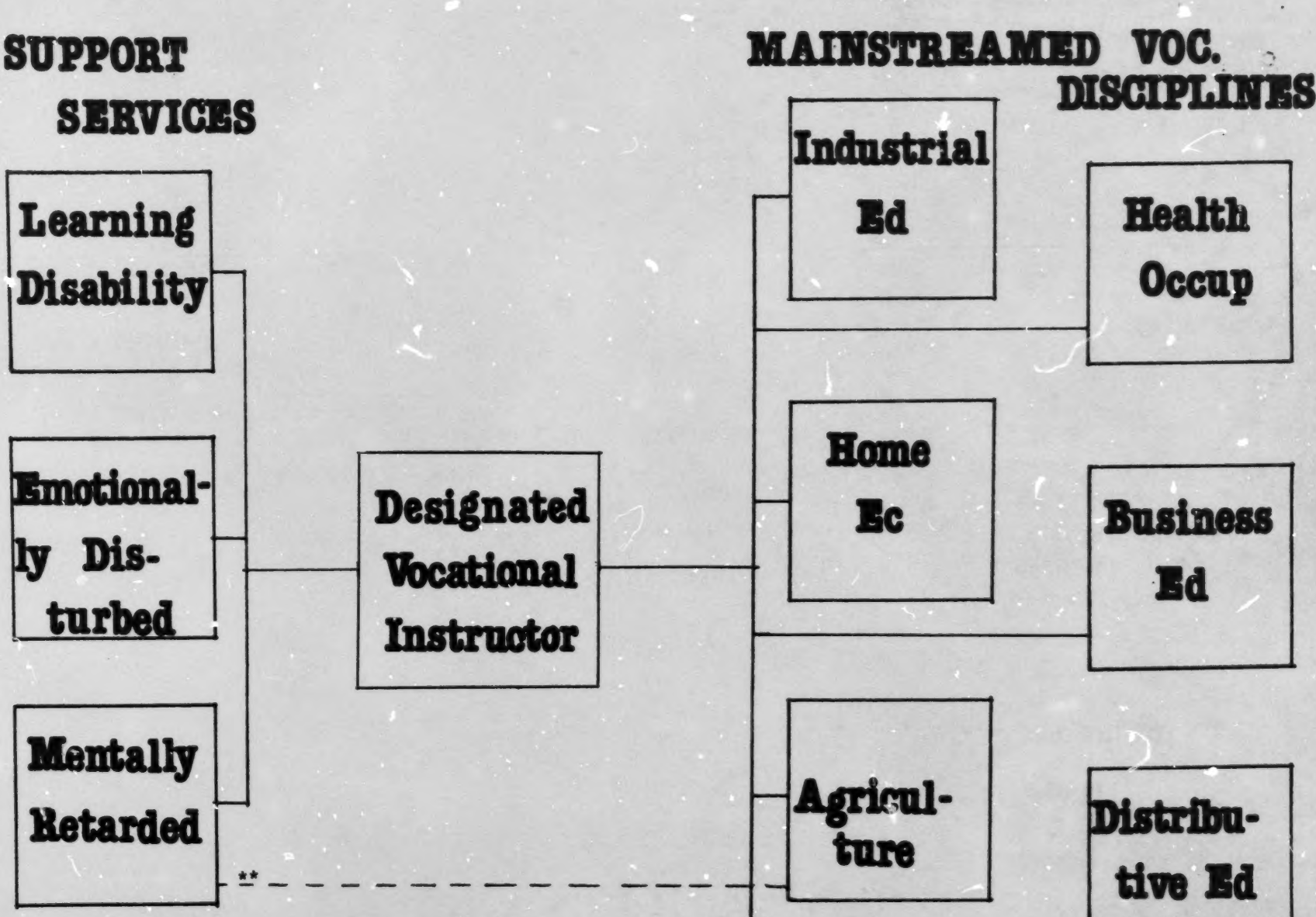
Rhinelander High School
Phil Amstadt

Sheboygan South H. S.
Dennis Ketterman

Wales, Kettle Moraine High Sch.
Arlene Lehner

West Bend High School
Tom Robertson

University of Wisconsin-Whitewater
Robin Warden
Sue Shank, Assistant



**NOTE: The dotted line indicates the ideal path of communication between vocational education and special education staff.

HIERARCHY OF OCCUPATIONAL DEVELOPMENT

Step I

Awareness/Readiness

Demonstrate generic employability skills (getting to work on time) and prevocational skills

i.e., read a ruler to 1/16 of an inch.

Step II

Preparation

Demonstrate basic skills unique to occupational cluster or job title.

i.e., in construction cutting and installing a ceiling.

Step III

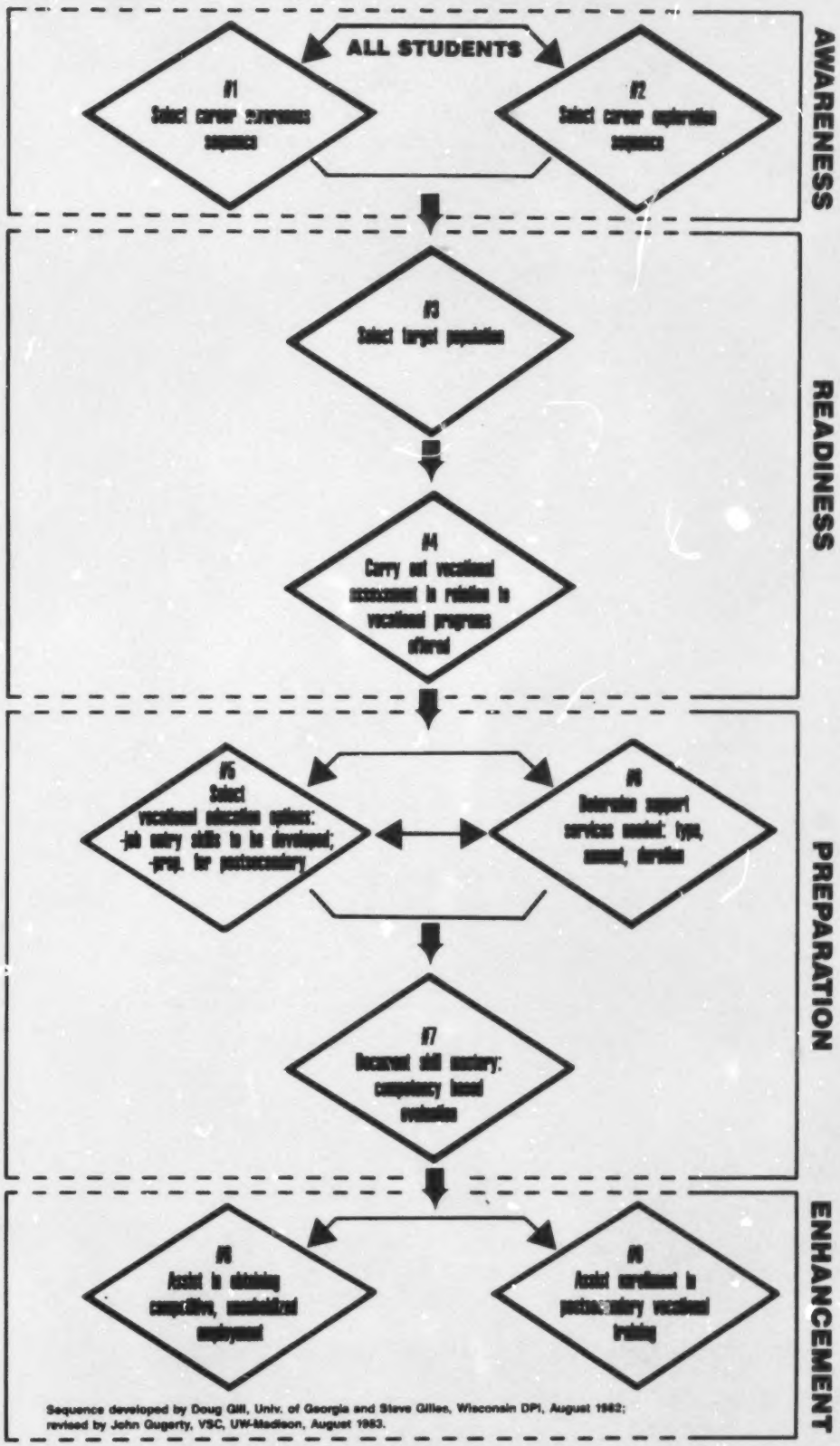
Enhancement

Demonstrate unique skills related to job or employment site. Application of skills to particular job site.

i.e., using an automatic nail gun or reading a specific set of blueprints.

Otting and Miller
Work Adjustment Theory

KEY DECISION POINTS
In the Process of Providing
Vocational Education to Handicapped Persons



Sequence developed by Doug Gill, Univ. of Georgia and Steve Gillee, Wisconsin DPI, August 1982; revised by John Gugerty, VSC, UW-Madison, August 1983.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Dr. Herbert J. Grover
State Superintendent

Composite Summary of the 1982-83 Pilot Test of the *Designated Vocational Instructor Approach* to Providing Vocational Education Services to Special Education Students

Evaluator: Steven Gilles
Department of Public Instruction
Bureau for Vocational Education

Evaluation Report Compiled By: John Gugerty
Vocational Studies Center
University of Wisconsin - Madison

Proportion of work time allotted to the DVI approach during 1982-83 (N=43):

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
0 20%	4	3	3	3
21-40%	7	8	9	8
41-60%	25	25	23	24
61-80%	3	3	4	4
81-100%	4	4	4	4

Percent of DVI's allotting 41% or more of their time to the approach during the fourth quarter of the *1982-83* school year: 74.4%

Percent of DVI's allotting 41% or more of their time to the approach during the fourth quarter of the *1981-82* school year: 72.7%

Number of DVI's who indicated that they worked consistently on their own time (between 1 and 10 hrs. per week extra) to implement the approach: 24

Total number of special education students in participating districts (36 of 43 DVI's reporting): 1,986

Total number of special education students enrolled in mainstream vocational classes (32 of 43 DVI's reporting): 1,280

Number of students who received DVI services (36 of 43 DVI's reporting): 939

Percent of total number of special education students who received DVI services during 1982-83 42.2%; during 1981-82 21.8%

Percent of special education students enrolled in mainstream vocational classes who received DVI services: 1982-83 73.3%; 1981-82 40.1%

Number of EEN students receiving DVI services who dropped out of: vocational classes only: 25 entire school program: 31

Estimated number of potential dropouts among EEN students receiving DVI services who remained in: vocational courses: 55 entire school program: 49

Total number of vocational instructors in participating schools (37 of 43 DVI's reporting): 627

Percent of vocational instructors who received DVI services: 1982-83 54.9%; 1981-82 41.2%

Distribution of grades obtained in vocational courses by EEN students receiving DVI services (34 of 43 DVI's reporting):

A - 73	B - 303	C - 766	D - 371	E - 30	F - 107	I - 7
N - 0	U - 0	P - 5	W - 4	S - 1	"Other" - 8	

Total number of grades reported: 1,675

Percent of reported grades "C" or above: 1982-83 68.1%; 1981-82 61.4%

Reported Academic Achievement Levels of EEN Students Receiving DVI Services

Ach. Score Levels	Percent of Reported Achievement Scores in Each Category		
	Reading	Math	Spelling
Below 4.9	35.5%	35%	49.4%
5.0 - 7.9	50%	53.5%	42.5%
8.0 - above	14.5%	11.5%	8.1%

Key evaluation questions, with summary answers.

1. Was the DVI approach implemented?
   38 - Yes
   0 - Yes, except for certain components
   5 - No (4 didn't implement anything, one implemented a different program)

2. Was the DVI approach implemented at a level of intensity sufficient to represent a fair test of the methodology?

   In terms of the DVI's level of effort: 41 - Yes
   2 - No

   In terms of schedule allocation: 40 - Yes
   3 - No

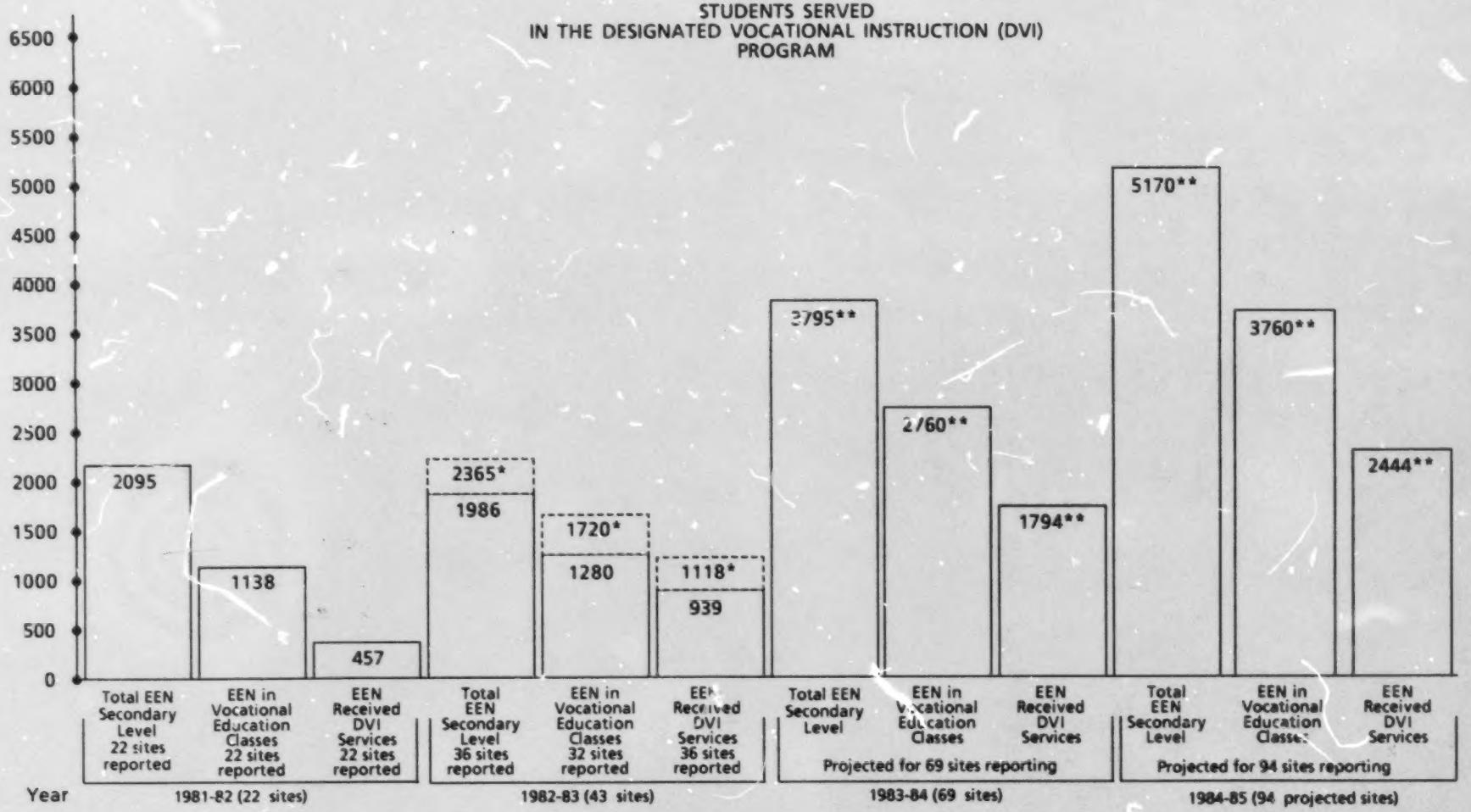
3. What impact did the DVI approach have on:

   special education students served - significant and positive
   special education teachers - significant and positive
   vocational education teachers - significant and positive
   administrative/supervisory staff - significant and positive

Note: In addition to this two page summary, a full composite report and 43 individual local reports were prepared.

For additional information about this summary, the full composite report, the individual local reports, or the DVI approach itself, contact: Steven Gilles, Vocational/Special Education Coordinator, Department of Public Instruction, P.O. Box 7841, Madison, WI 53707 (608) 267-9256.

STUDENTS SERVED IN THE DESIGNATED VOCATIONAL INSTRUCTION (DVI) PROGRAM



EEN - exceptional educational needs youth

* Estimates based on average number of students per site reported times the total number of sites i.e. 43 total sites x 55 (average of total EEN Secondary level) = 2365 estimated total EEN secondary level

** Projections based on average number of students per site reported in 1982-83 x total possible sites. (Total EEN secondary level averaged 55 per site; EEN in vocational education classes averaged 40 per site; and EEN received DVI services averaged 26 per site.)

DESIGNATED VOCATIONAL INSTRUCTION MAKES A DIFFERENCE

By Steven Gilles

The Wisconsin Department of Public Instruction is in the third year of a the pilot project designed to assist exceptional educational needs (EEN) learners to participate in vocational education programs. The pilot effort, being referred to as the Designated Vocational Instruction (DVI) Program, is currently functioning in 72 school districts statewide. An estimated 1,118 students received vocational education support from DVI teachers during the 1982-83 school year.

DVI, a major initiative of the Division for Instructional Services and the Division for Handicapped Children and Pupil Services for the last three years, is aimed at improving the scope and equality of secondary vocational education for EEN students. DVI enhances the working relationship between vocational education and special education in the high school. Through DVI, EEN students are provided the timely and consistent support needed for successful completion of vocational education classes.

Almost 36 million Americans have physical, mental or emotional disabilities and are one of the largest minorities in America today (Frank Bowe, 1978). We must come to see that these people we call "disabled" are also people with abilities who have important contributions to make in our society. The DVI program is in part a response from the Department of Public Instruction to the recognition that schools must do a better job in preparing handicapped persons for employment.

At the 1983 Vocational Education summer conference, State Superintendent of Public Instruction, Herbert J. Grover stated that "the Department of Public Instruction's plan is to develop a comprehensive vocational program for all Wisconsin public schools." This will be a top priority in coming years, Grover said, given that 60 percent of Wisconsin high school graduates do not receive any additional formal training before entering the world of work. The overwhelming majority of handicapped youth do not receive additional formal training either in the post-secondary vocational system or at the university level.

The report of the Education Commission of the States, Action for Excellence: A Comprehensive Plan to Improve Our Nation's Schools, states "there should be better use of existing resources and the infusion of new resources into the public school system." DVI teachers are existing special education staff who have had time reallocated to implement the DVI role. They have completed a six week training workshop focused on: (1) the DVI role; (2) vocational education principles and practices; (3) vocational education goal-setting for handicapped learners; (4) integration of vocational curriculum into the IEP process; (5) development and implementation of instructional accommodations for handicapped learners in vocational education; (6) review of vocational assessment instruments and techniques; and (7) procedures to introduce the DVI program into each local district. Expanded DVI training sites are anticipated for the summer of 1984.

Estimates for the 1983-84 school year project that over 1,790 exceptional educational needs (EEN) students will receive DVI services (instructional support) that will improve their performance within mainstreamed vocational education courses. Designated vocational instructors facilitate communication between special educators, vocational educators, and student services professionals. Systematic communication enhances maximum effective use of limited resources. Special education's expertise in how to teach is blended with vocational education's expertise in what to teach.

The 1982-83 evaluation results demonstrate that the DVI approach has made a significant difference. (The 1981-82 evaluation process was developed and conducted by John Gugerty, WVSC (Wisconsin Vocational Studies Center), and 1982-83 evaluation was conducted by the author.) There has been "significant and positive" impact upon the vocational education of handicapped students. This is true even though the overwhelming majority of the handicapped students receiving DVI services had reading and math test scores below eighth grade level and a significant percentage functioned below the fifth grade level. The EEN students receiving DVI help performed surprisingly well by completing vocational education requirements with over 68 percent of them earning a grade of "C" or better in vocational education courses. An estimated 55 special education students who were considered potential dropouts remained in vocational courses.

The success of DVI in local school districts for the first three years of this effort results from, (1) systematic involvement of local administrators to ensure support of the DVI approach, (2) professional enthusiasm and support by DVIs to each other, (3) involvement of vocational education staff in the development of special education students' IEPs (Individual Education Plans), and (4) visible and sustained local and state follow-up.

Components of state level support used to enhance the success of DVI included the DPI selection of sites, the state initiated support visits, follow-up workshops, technical assistance and the DVI six-week training workshop. Also, the Bureau for Vocational Education and the Bureau for Exceptional Children supervisors within the Department of Public Instruction continue to provide valuable input in the development and expansion of the DVI program.

Results and some of the "best practices" associated with effective implementation of the DVI approach, include: involvement of vocational education teachers in the development

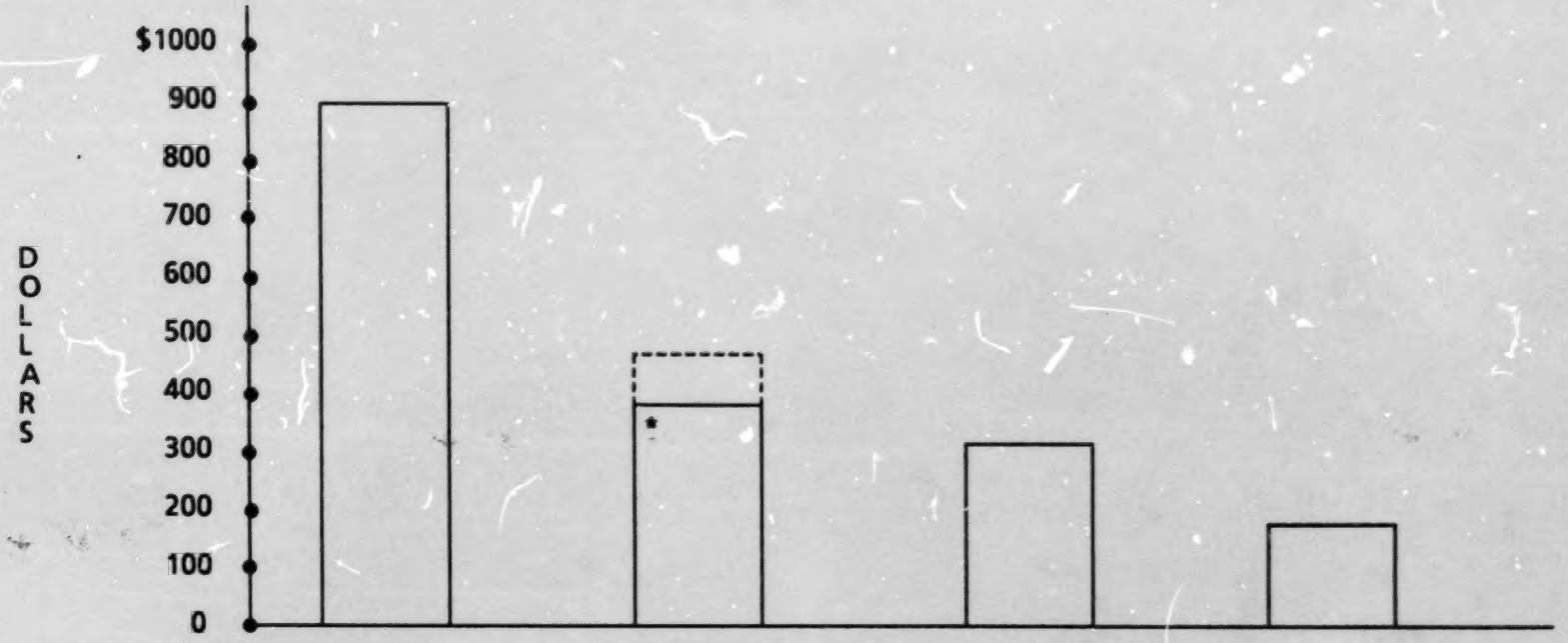
of EEN students' Individual Education Plans (IEPs), over 650 EEN students receiving DVI services had IEPs developed with vocational teacher input (37 of 43 DVIs reporting on the 1982-83 evaluation); extensive cooperation by local staff and excellent communication strategies; many innovative types of instructional support provided by DVI teachers to special education students; outstanding inservice training efforts including either separate or joint inservice sessions which focused on the needs of actual students; the transfer of the DVI concept to other instructional areas; rapid impact as demonstrated by tangible, positive results; excellent enthusiasm and very positive attitudes displayed by most DVIs; provision of professional support by DVIs to each other; and effective use of DPI incentive funds.

Involvement in the DVI program does not require additional costs for participating school districts. A major strength of the approach is that it allows more effective use of resources now available. In addition, grants administered by the Department of Public Instruction are made available to districts to help implement the approach. State Superintendent Grover has indicated that neither special nor vocational education alone can meet the employability needs of handicapped students. Interdisciplinary cooperation is the key to the handicapped learner's successful entry into the skilled work force.

The DVI program affords more nearly equal access and opportunity to a district's vocational education programs. It is a basic, practical, and most of all, functional program that can meet most districts' need for more viable secondary level programming for EEN students.

Mr. Gilles is vocational/special education coordinator at DPI.

COST OF STUDENTS SERVED WITHIN DVI PROGRAM 1981-85



Year	1981-82	1982-83	1983-84	1984-85
Number Students Served	457	939	1799*	2444*
Reported Sites/ Total Sites	22/22	36/43	69/69	94*
Total Excess Cost	397,593	432,760	560,120*	365,540*
Cost Per Student	870	460	311*	149*

*386 (estimate for all programs)

Estimated Projections

NOTES

INTEGRATION OF EEN STUDENTS INTO REGULAR SECONDARY EDUCATION PROGRAMS

Mainstreaming: Integration of Exceptional Educational Needs (EEN) students into regular education environment with instructional support provided not only to student, but also that student's instructor.

DESIGNATED VOCATIONAL INSTRUCTION (DVI)

An Approach to Vocational Education for the Handicapped at The Secondary Level

This paper will hopefully orient you to the DVI approach which attempts to meet the challenge of vocational education for exceptional educational needs (EEN) students in the secondary school. It addresses four major areas; compliance with federal guidelines, program design, program process, and program evaluation.

Compliance with Federal Guidelines

Federal mandates of vocational education for the handicapped have challenged the traditional views of both special and vocational education in Wisconsin. Setting a precedent, Public Laws 94-142 and 94-482, coupled with Sections 503 and 504 of The Vocational Rehabilitation Act of 1973, have prompted an integrated approach to dealing with the handicapped in the vocational setting. Neither special nor vocational education can singularly meet the employability needs of this population. Existing legislation has ignited the stimulus for providing a combined effort. Legislation basically supports the position that several things must happen if this combined effort is to become reality rather than rhetoric.

Fundamentally, what must happen is that (1) set aside monies from vocational education be spent in accordance with the state plan for special education, which promotes a full educational opportunity goal in the least restrictive environment, and under the guidance of an Individual Education Plan that specifies long range vocational goals, short term performance objectives relevant to the long range goal, and evaluative criteria for the measurement of both the long range and short term objectives; (2) federal vocational monies be matched on a 50/50 "excess costs" basis with state and local dollars; (3) states use these funds to the maximum extent possible to assist the handicapped student to

succeed in regular vocational edu-cation programs; and, (4) handicapped students be provided the same equality of access and opportunity afforded to the non-handicapped.

The DVI approach is one of interdisciplinary cooperation between special and vocational education. The goal for this secondary level approach is the same goal provided to the secondary level non-handicapped vocational student; either to obtain job entry level skills in broad or specific occupational clusters or provide a foundation for entrance into a post secondary vocational system. Identifying, together with the appropriate vocational educator, the vocational aspects of the identified student's individual education plan becomes the role of a special education certified instructor who provides instructional support as a Designated Vocational Instructor. An essential function of this approach is to provide instructional support (direct or indirect) to EEN students entering and participating or preparing to enter and participate in all existing vocational education programs.

A local education agency (LEA) that wants to implement the DVI approach would designate one of its existing special education teaching positions for the purpose of providing instructional support for EEN students. When an LEA that is eligible for Vocational Education Act (VEA) funding agrees to commit a teaching position for this purpose, they are eligible for a grant of federal vocational education dollars to be spent on "excess cost" items. The costs for attending follow-up workshops, curriculum development time, in-service training, staff development, extended contract time, assessment development, teacher aides, computers, and other supplemental items to assist in the implementation of the approach. LEA committed special education teaching positions constitute on the average of over $22,000 per position. This money, consisting of salary and fringe, is all state and local in origin. The grant of federal vocational education money from Subpart 2 of P.L. 94-482 to supplement this slot is currently $3,000. This formula generates an overmatch of state and local dollars. Overmatched federal funds will be earmarked for statewide support and direct systems grants in areas of need.

In order to be eligible for the $3,000 grant, teams of educators (vocational, special, and guidance personnel), with at least a secondary level special education teacher designated to provide supplemental vocational instruction must successfully complete a six week graduate level, summer school pre-service session in preparation for implementing the designated vocational instruction approach. This course/workshop will be held at two University of Wisconsin campuses during the summer of 1984. Attendance will be free of cost to teams of educators from an LEA eligible for VEA funding planning to implement this approach next fall (LEAs not eligible for VEA funding can have teachers participate in the training at their own expense or district expense and implement this approach, however, they will not be eligible for the $3,000 grant). The six week workshop will include training in the following areas: 1) the DVI role, 2) vocational education principles and practices, 3) vocational education for EEN learners, 4) vocational assessment instruments and techniques, 5) development of vocational curriculum and aspects of the IEP, and 6) to gain knowledge of instructional accommodations needed for EEN learners in vocational education. The district must also agree to allow the special education teacher who receives the training to implement the job description which is detailed on pages 7, 8, and 9 of this document and attend follow-up DVI workshops. All participants eligible for VEA funding who successfully complete the course/workshop will also be eligible to receive a $500 traineeship to attend the workshop.

The belief that all citizens in a free society have certain inherent rights that enable them to be functional members of that society permeates the philosophy of this approach. Those inherent rights are:

1. The right to participate
2. The right to contribute
3. The right to succeed
4. The right to fail

The right to participate is guaranteed for the handicapped population served through this approach by its compliance with Public Laws 94-142, 93-112, and 94-482. Public Laws 94-142 and 93-112 are in effect a "bill of rights" for the handicapped, and promote not equality of competency, nor equality of employment, but equality of opportunity to participate, and equality of access to participate. By the same token, PL 94-482, The Vocational Education Amendments of 1976, promotes for the handicapped, equality of opportunity and access to participate in vocational education. The concept stressed through legislation and this approach is one of mainstreaming handicapped learners in vocational education. For clarification, the concept of mainstreaming applied here is integration of handicapped students in vocational education classes with instructional and individual support provided to both the student and their instructor, rather than just the integration of such learners. Through a logical approach to mainstreaming and compliance with federal regulations the right to participate can be realized.

The right to contribute to society is provided to students in this program through the students' opportunity to acquire salable occupational skills. In being a part of a school based program, the initial place to prepare students for future employment is within the framework of the school curriculum. The school curriculum that best meets this need is in the vocational area where salable occupational skills in broad or specific clusters is the stated objective. For many years, the potential productivity of the handicapped has been underestimated. It is the belief of this program that provided an Individual Education Plan specifying long and short term objectives, and related to vocational programs, handicapped learners can and will have a greater chance to gain and exhibit bona fide vocational competence. This will enable them either to become productive at a level commensurate with acquired abilities as opposed to mere placements at a level requiring limited ability or provide a foundation for entrance into a postsecondary system. Denial of vocational education, is in effect, denial of a person's right to become productive.

Success is a relative term that denotes different meanings for different people. This approach promotes optimal success as opposed to maximum success. T clarify that, optimal success refers to individuals and maximum success refers to programs. The approach being promoted herein emphasizes optimal success and, in so doing, intends to realize maximum success. Through the development of clear and well-planned Individual Education Plans utilizing vocational input, the students' right to succeed can be greatly augmented.

Conversely, students have a right to fail. Without failure, students are conned into believing that the world in which they will live and work has only "ups" and no "downs". However, failure for failures' sake is of no value. This program, through individual student support, helps the student to not only understand that he or she may have failed, but more importantly, why he or she failed and what can be done to prevent the same kind of thing from happening again. At the same time, though, the program preserves the students' right to fail, and experience what will surely be in some instances reality.

Supplemental vocational instruction provides for the handicapped learner's inherent rights of participation, contribution, succeeding and failing through a systematic and sequential process in the best transitory and controlled environment available, the local school.

Design

The way in which this approach is implemented within the local school setting is governed by the previously mentioned goal; either to provide youth at the secondary level with job entry skills in broad or specific occupational clusters or to provide a foundation for entrance and success in a postsecondary system. The objectives in relationship to this goal signify the mission of a Designated Vocational Instructor in the local system:

1. To implement the Designated Vocational Instruction Approach for secondary EEN learners.

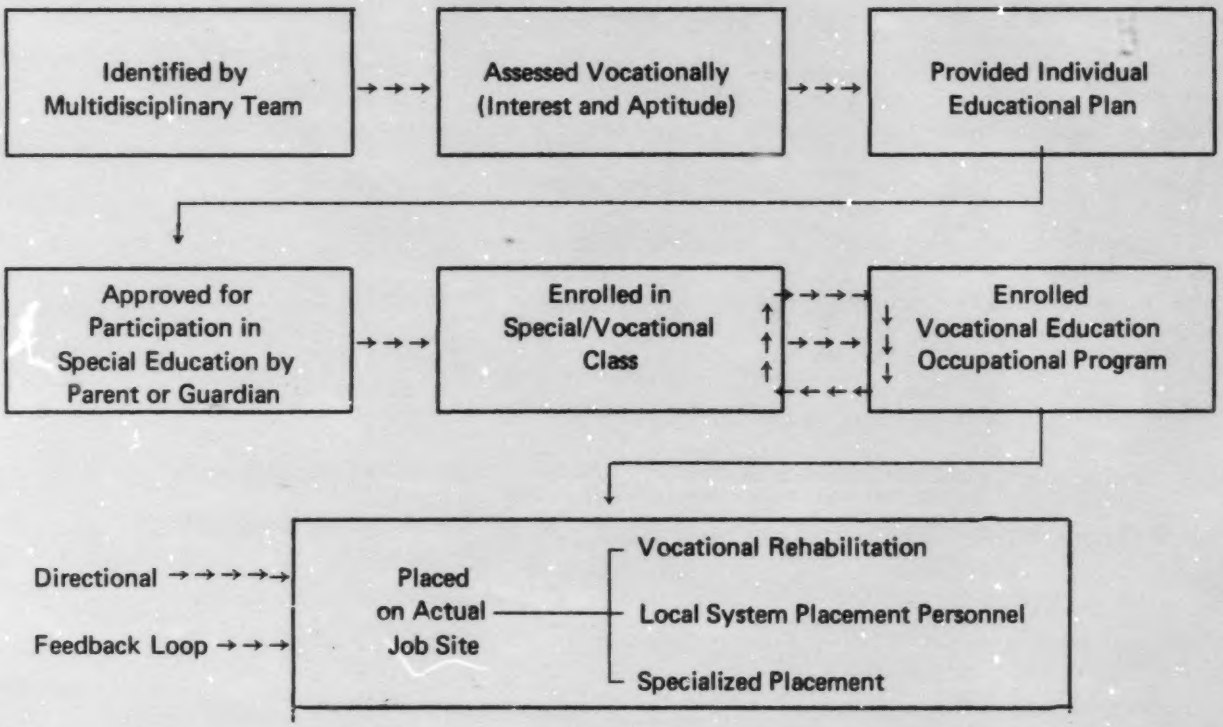
2. To provide the secondary EEN learner with the opportunities to successfully enter and participate in all existing vocational education programs at the level nearest the individual student's needs and capabilities,

3. To monitor the EEN learner's entry and participation in existing vocational education programs, and

4. To provide instructional support needed to utilize vocational programs.

In order to actually perceive how this approach operates within a given school, the following diagram may prove to be of some benefit.

STUDENT FLOW CHART


Identified by Multidisciplinary Team
Assessed Vocationally (Interest and Aptitude)
Provided Individual Educational Plan
Approved for Participation in Special Education by Parent or Guardian
Enrolled in Special/Vocational Class
Enrolled Vocational Education Occupational Program
Directional
Feedback Loop
Placed on Actual Job Site
Vocational Rehabilitation
Local System Placement Personnel
Specialized Placement

Initial efforts in this approach have focused primarily on what the DVI will do. The identified special education teaching position(s), that the local system agrees to utilize exclusively in conjunction with vocational education, are assigned to perform set state-approved duties and tasks. When these duties and tasks are bound together in a subordinate fashion,

they constitute the designated instructor's job description. The job description, which follows, is geared towards having these trained and certified special education personnel provide instructional support services to both the EEN student, that students appropriate vocational area instructor(s), and their appropriate special education instructor(s). A job description for the teacher aide that may assist in the implementation of this approach is also included.

JOB DESCRIPTION FOR A DESIGNATED VOCATIONAL INSTRUCTOR WHO WILL PROVIDE SUPPLEMENTAL VOCATIONAL INSTRUCTION

Duty One: Provide and assist other special educators to provide direct/indirect instructional support that will assist EEN students in successfully entering and participating in existing vocational education programs.

Tasks:

A. Obtain, from the appropriate vocational area teacher(s), a list of the basic requirements for entry and participation in all vocational education programs.

B. Determine ways in which those requirements and/or programs can be modified to accommodate the individual EEN learner in conjunction with the appropriate vocational instructors(s).

C. Identify, obtain and utilize instructional materials related to individual handicapped learner characteristics that will assist those learners in successfully entering and participating in vocational education.

D. Modify the instructional media, materials and equipment utilized in the vocational areas for the unique characteristics of identified EEN learners.

E. As needed, provide related instruction for individual learners as outlined by the appropriate vocational area instructor.

F. Assist vocational instructors in evaluating whether or not individual handicapped learners are meeting terminal and enabling objectives outlined in Individual Education Plan (IEP).

G. Establish and maintain positive working relationship with all vocational education personnel.

H. Counsel regularly with instructors implementing vocational aspects of IEP.

I. Determine most appropriate job placement strategy for individual students in conjunction with local director of special education, vocational cooperative program coordinators, local ancillary services and specialized placement outlets.

J. Provide instruction relative to individual placements in cooperation with placement source.

K. Assist special education teachers to help EEN students achieve their occupational goals.

Duty two: Be functional member of Individual Education Plan process, providing vocational input in consultation with appropriate vocational instructor.

Tasks:

A. Attend IEP staffings relative to specified handicapped secondary learners.

B. Provide information in IEP staffings regarding individual student vocational interest and aptitude, and related to current vocational offerings.

C. Suggest most appropriate vocational education program or outlet for identified learner with corresponding interest and aptitude.

D. Identify together with vocational instructor, for IEP, terminal and enabling vocational objectives for individual handicapped students.

E. Assist in monitoring the implementation of vocational aspects of IEP.

F. Assist in evaluating vocational aspects of IEP, and report findings to IEP team in order for IEP to be effectively updated.

Duty three: Assit in vocational interest and aptitude assessment of EEN students participating in program.

Tasks:

A. Identify local agencies that can provide vocational interest and aptitude assessment, such as vocational rehabilitation, and area vocational-technical schools.

B. Arrange for local agencies to provide vocational interest and aptitude assessment through the local director of special education.

C. Identify interest and aptitude assessments that can be administered by special/vocational teacher if local agency participation not feasible.

D. Compile and record results of assessment relative to individual learners.

E. Ensure that those responsible for K-8 career development curriculum are aware of the needs of handicapped students.

F. Carry out vocational assessment in relationship to existing vocational programs offered.

JOB DESCRIPTION FOR PARAPROFESSIONAL OR TEACHER AIDE

Duty: Provide supervised prescribed instruction for special/vocational program participants.

Tasks:

A. Under supervision of the DVI instructor designated primarily responsible for supplemental vocational instruction, provide tutorial service for individual and small groups of students.

B. Under supervision of the vocational education teacher, provide inclass and laboratory tutorial instruction for students.

C. Appropriately select and utilize all available instructional materials.

D. Periodically assess effectiveness of tutorial sessions under the supervision of the appropriate instructor.

Process

The implementation of the aforementioned legislation has mandated that regular vocational educators begin to deal with the EEN population in their classes. One of the critical problems posed by this action is that of curriculum modification for this group of students.

The expectations as to degree of skill on a given task should not generally be altered, but the amount of skills achieved in a class may be abbreviated. In order for curriculum modification for the EEN youth in vocational education to be effective, the performance tested objectives must remain the same for all students. Relevancy for EEN youth appears to be in the form of strategic activities, checks and supplemental learning plans and competency based instruction. The curriculum modification model utilized provides for establishing strategic activities, checks and supplemental learning plans.

Conceptually, the approach is based primarily on the work of Dr. Marc Gold and his vocational training of severely and profoundly handicapped individuals. Gold has used, for the most part, a task analysis instructional approach whereby individuals were taught vocational skills considered by many to be beyond their capabilities. By virtue of breaking a performance objective down into instructional units, performance tasks, learning and supplemental learning plans, this approach proposes to achieve similar results.

Regular vocational curriculum material is used as a standard reference point. From this reference point, short-term objectives for the IEP as well as instructional units are identified. The instructional blueprint for utilization of this model is included in Appendix 1.

To further illustrate the process, a sample portion of the IEP dealing with the vocational aspects, a sample task listing and a learning plan and a supplemental learning plan for one of the tasks is also included in Appendices 2-6 .

Evaluation

Teachers who implement this approach will receive a high level of support by State level staff. (See Appendices 7 and 8 for support visit information.) Their efforts will be monitored throughout the year. The purpose of evaluation is to measure the impact of the DVI approach and to provide information for future planning purposes.

The evaluation effort will examine the following: 1) activities that occurred during the process of implementation, 2) the perceptions of persons involved in the effort, 3) the impact on handicapped students receiving vocational education services, and 4) the utilization of resources within the DVI effort. Data gathered will provide a basis to determine the level and intensity of implication of the DVI approach. Meaningful inservice activities will be provided based on the needs of participants. Both special and vocational education personnel at the State and local level will be asked to help instructors implement and refine this vocational thrust.

Self evaluation processes consistent with the philosophy of this approach will also be developed to assist those attempting to establish viable programs.

The Designated Vocational Instruction program does not represent a panacea, but merely an approach where exceptional educational needs (EEN) learners are afforded the equality of access and opportunity to vocational education services that are available to those without special learning needs. It was designed to be basic, practical, and most of all functional.

Most of the contents of this paper taken from a paper entitled "The Related Vocational Instruction Program" written by Douglas H. Gill, University of Georgia, dated April 1978.

APPENDIX 1

INSTRUCTIONAL BLUE PRINT FOR DEALING WITH THE HANDICAPPED IN VOCATIONAL EDUCATION

1.0 Establish Vocational Aspects of IEP

- 1.1 List long-range vocational performance objectives
- 1.2 List short-term performance objectives
- 1.3 List performance standards for measurement of 1.1 and 1.2

2.0 Begin laboratory pursuit of initial short-term objective in 1.2

3.0 Begin resource instruction for initial short-term objective in 1.2

4.0 Divide short-term performance objectives into performance tasks

5.0 Develop learning plan for each performance task

- 5.1 Identify performance task
- 5.2 Identify performance-oriented task activities
- 5.3 Identify performance-oriented task checks

6.0 Develop supplemental learning plan for each performance task

- 6.1 Identify essential task terminology
- 6.2 Identify essential mathematical functions for each task
- 6.3 Identify essential coordinated movements and related concepts for each task

7.0 Continue process of 5.0 and 6.0 for each task identified in 4.0

8.0 Chain tasks together to form each short-term performance objective in 1.2

9.0 If satisfactory performance standards are achieved, proceed to next objective in 1.2

10.0 If satisfactory performance standards are not achieved, re-assess validity of IEP

11.0 Chain short-term performance objectives in 1.2 together to form long-range performance objectives in 1.1

INDIVIDUAL EDUCATION PLAN
Vocational Aspects

Student Student X Grade 10 Date 2-5-78 Teacher Smith

Vocational Instructor Jones

Long Range Objective:

Student will be able to demonstrate job entry level skills in the Construction Trades sub-cluster of Masonry
☐ Accomplished
☐ Progress being made
☐ Progress not made
☐ Objective dropped
Comments:

Short Term Objectives:

1. Student will be able to demonstrate the basic skills of bricklaying
☐ Accomplished
☐ Progress being made
☐ Progress not made
☐ Dropped
Comments:

2. Student will be able to demonstrate usage of a brick spacing rule
☐ Accomplished
☐ Progress being made
☐ Progress not made
☐ Dropped
Comments:

3. Student will be able to demonstrate construction of double brick walls
☐ Accomplished
☐ Progress being made
☐ Progress not made
☐ Dropped
Comments:

4. Student will be able to demonstrate construction of concrete block corners
☐ Accomplished
☐ Progress being made
☐ Progress not made
☐ Dropped
Comments:

5. Student will be able to lay various brick bonds
☐ Accomplished
☐ Progress being made
☐ Progress not made
☐ Dropped
Comments:

6. Student will be able to demonstrate knowledge of concrete masonry
☐ Accomplished
☐ Progress being made
☐ Progress not made
☐ Dropped
Comments:

APPENDIX 3

PERFORMANCE TASK LISTING SHEET

Short Term Objective:

Student will be able to demonstrate the basic skills of bricklaying

Instructional Units:

Spreading Mortar	Laying brick to a line	Building a brick corner
Performance Tasks:		
1. mixing mortar	1.	1.
2. trowel usage	2.	2.
3. wet mortar board	3.	3.
4. place mortar on board	4.	4.
5. bunch mortar	5.	5.
6. load trowel	6.	6.
7. distribute mortar	7.	7.
8. furrow mortar	8.	8.
9. cut excess mortar	9.	9.
10. set mortar to trowel	10.	10.
11. butter brick	11.	11.
12. butter head joint	12.	12.
13. lay one brick to another	13.	13.
14.	14.	14.
15.	15.	15.
16.	16.	16.
17.	17.	17.
18.	18.	18.
19.	19.	19.
20.	20.	20.

APPENDIX 4

LEARNING PLAN

Spreading mortar

Task No. 1

Performance Task

Mixing mortar

Performance-Based Task Activities

(1) Break process of mixing mortar into sequential steps

(2) Demonstrate entire process of mixing mortar

(3) Have student relate verbally, each step in process for mixing mortar as he physically repeats process

(4) Have student practice mixing mortar using step by step process

(5) Assign advanced students to help student as necessary

Performance-Based Task Check

Given proper materials, student is able to successfully mix mortar to be used in actual projects

APPENDIX 5

SUPPLEMENTAL LEARNING PLAN

Spreading mortar

Task No. 1

Performance Task

Mixing Mortar

Task Terminology

mortar mix
sand
water
consistency
trowel
trough
shovel (square point)
cement mixer
parts
wheel barrow
mixing hoe

Essential Math Operations

ratio and proportion
number concept

Essential Coordinated Movements and Related Concepts

handling and manipulating a shovel
pushing and pulling
lifting and loading
mixing two or more ingredients together

APPENDIX 6

RATING SHEET

Date _____ _____

System _____

School _____

Instructor designated to provide supplemental vocational education _____ _____

I. General Concerns:

1. Number and type of handicapped students served *(enter number)*
   - _____ Mentally Retarded
   - _____ Learning Disabled
   - _____ Behavior Disordered
   - _____ Orthopedically Impaired
   - _____ Visually Impaired
   - _____ Hearing Impaired
   - _____ Speech Impaired
   - _____ Health Impaired
   - _____ Multi-Handicapped
   - _____ Total

2. Number of students being served *(enter number)*
   - _____ Agricultural Education
   - _____ Business and Office Education
   - _____ Consumer and Homemaking Education
   - _____ Distributive Education
   - _____ Industrial Arts Education
   - _____ Trade and Industrial Education
   - _____ Diversified Cooperative Training
   - _____ Total

3. Number of students provided vocationally oriented Individual Education Plan (IEP) _____.

4. Number of students receiving assistance from ancillary agencies within the community.

Number of Students	Agency
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____ TOTAL	

5. Number of students designated instructor serves by grade classification.
   - _____ 9th Grade
   - _____ 10th Grade
   - _____ 11th Grade
   - _____ 12th Grade
   - _____ TOTAL

6. Number of students placed in vocational program through local system multidisciplinary team _____.
If this number does not correspond with number of students being served by the designated instructor, have explained. _____

_____

_____

_____

_____

7. Level and area of designated instructor's certification (teacher) _____

_____.

8. Instructional equipment purchased through the federal grant to assist in the implementation of this effort are available and in use? ☐ Yes ☐ No

9. Instructional materials utilized in this effort reflect what type of thrust?
☐ prevocational ☐ academic ☐ vocational

10. A teacher aide is utilized exclusively in conjunction with this effort?
☐ Yes ☐ No ☐ full-time ☐ part-time

11. Selected instructional support personnel not otherwise available in the system have been utilized?
☐ Yes ☐ No

12. A. The designated instructor is on extended day and/or year contract?
☐ Yes ☐ No ☐ extended day ☐ extended year

*B. Teacher aide is on extended day and/or year contract?
☐ Yes ☐ No ☐ extended day ☐ extended year

13. Designated instructor and/or aide has travel money available? ☐ Yes ☐ No

14. Personnel have participated in all appropriate staff development to date? ☐ Yes ☐ No

15. Adequate space and facilities have been provided to implement this effort? ☐ Yes ☐ No

16. Local system personnel aware of this programmatic thrust? ☐ Yes ☐ No;
Objectives? ☐ Yes ☐ No; and Delivery of services? ☐ Yes ☐ No

*if Applicable

II. Specific Considerations for Implementation.

A. 1. List of the basic requirements for entry and participation in vocational education programs is utilized in planning and setting individual student goals.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

2. Vocational education programs are being modified to accommodate individual handicapped learners.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one) Points earned _____

3. Commerical instructional materials relating to the learner's entry and participation in vocational education programs are available and in use.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one) Points earned _____

4. The instructional media, materials and equipment utilized in the vocational area are adapted to suit individual student needs.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one) Points earned _____

5. Related classroom instruction as outlined by the appropriate vocational instructor is provided.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one) Points earned _____

6. Vocational instructors have been assisted in evaluating whether or not individual learners are meeting the long and short range objectives outlined in the IEP.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one) Points earned _____

7. A positive working relationship between the designated instructor and area vocational teachers is demonstrated.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one) Points earned _____

8. Vocational instructors implementing aspects of the IEP are monitored and counseled by the designated instructor.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one) Points earned _____

**9. Once student has obtained a salable vocational skill, appropriate job placement strategy has been determined.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one) Points earned _____

**Rate only when applicable. Student should have obtained a marketable skill prior to placement.

**10. Once student has been placed on job site, instruction relevant to the individual placement is provided, as needed.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

**Rate only when applicable. Student should have obtained a marketable skill prior to placement.

TOTAL POINTS EARNED _____

B. 1. Student Individual Education Plan reflects aspects of vocational development.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

2. Individual learner's vocational interest and aptitude has been identified and considered in the development of the IEP.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

3. Both long and short term objectives demonstrate input from vocational area instructors.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

4. IEPs have been monitored and effectively updated.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

5. Local agencies that can assist in determining student vocational interest and aptitude have been utilized.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

6. Designated instructor provides vocational interest and aptitude assessment as needed.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

***7. Paraprofessional or teacher aide provides tutorial service under supervision of designated instructor.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

***Rate only when applicable.

DESIGNATED VOCATIONAL INSTRUCTION SUPPORT VISITS

Introduction

These visits are scheduled to new DVI sites twice a year. Existing DVI locations request support visits on an as needed basis. DVI visit forms should be completed prior to each visit.

Goals of the support visit.

1. To exchange information on effectiveness of the Designated Vocational Instruction Approach.

2. Provide technical assistance and support to Designated Vocational Instructors.

3. Identify unresolved issues and cooperatively develop recommendations for solutions.

4. Assure concept clarification and consistency of the DVI program.

5. Evaluate effectiveness of DVI program.

Support visits vary depending on the specific needs of the DVI teacher. Format may be modified to maximize effectiveness.

Sample Format

A - LEA District Administrator/Superintendent is contacted regarding the date and purpose of the visit.

B - DVI Preparation:

- Complete DVI visit form prior to visit.
- Inform, remind individuals about the meeting, time, date, place.
- Invite, request individuals to attend. District Administrator/Superintendent, Director of Instruction, Assistant Superintendent.

(The following should attend)
- Principal
- LVEC
- Director of Special Education
- Guidance Director
- Significant others - Superintendent, Director of Instruction

(The following are welcome to attend)
- Vocational Education staff
- Special Education staff
- Significant others critical to implementation of DVI approach.
- Have Vocational Education/Special Education teacher schedules available for purpose of possible meeting during the visit.
- Have action plan for implementation (from either summer workshop or spring conference)

C - Time Line 2-4 hours.

Fall Visit

- 45 minute meeting with DVI
- One hour meeting with administrative staff and DVI
- Optional 1-2 hours
- Meet with Vocational Education/Special Education staff and significant others.

Spring Visit (Evaluation visit)

- One hour meeting with DVI
- One hour meeting with sampling of Vocational Education/Special Education staff
- 15 minute meeting with administration staff.

As needed visits are requested either by the DVI, LEA or SEA staff. Agenda and timelines are based on need.

(Revised 6/83)

Date: _____

School: _____

DVI Teacher: _____

DVI SUPPORT VISIT FORM

Directions: Answer questions specific to your DVI program. Fill in N/A if the question does not apply at this time. This form should be completed prior to the support visit.

1. What problems/issues are you facing? Present time allocated to DVI? _____%

2. How many students are you working with?

DVI	TOTAL
LD ___ ED ___ EMR ___ OTHER ___	LD ___ ED ___ EMR___OTHER___

3. How many teachers are you working with? (Have voc. ed./spec. ed. teacher schedules available)

DVI	TOTAL
(Special Ed):	
LD ___ ED ___ EMR ___ OTHER ___	LD ___ ED ___ EMR___OTHER___

DVI

(Voc. Ed.):

Ag _____ Bus Ed _____ Dist Ed _____ Home Ec _____ Ind Ed _____ Other _____

TOTAL

(Voc. Ed.):

Ag _____ Bus Ed _____ Dist Ed _____ Home Ec _____ Ind Ed _____ Other _____

4. Total number of EEN students in mainstreamed Voc. Ed. classes _____

5. What have you done to implement the approach? (i.e., needs assessment and implementation strategies)

a. With administration?

b. With vocational education staff?

c. With special education staff?

d. Others, e.g., guidance?

6. What is your schedule?
(Please attach)

7. What types of inservice were held?
(Attach agendas)

a. How well did they work?

b. <u>or</u> what is planned?

8. Assessment - What is being done in your school?

a. Do you plan to work on developing assessment?

b. How are you involved?

c. List most effective resources:

9. Is there a vocational component on the IEP?
(Please attach an example)

a. What is your involvement? What is the voc. ed teacher's involvement? Is competency based curriculum available in the vocational areas?

b. Are post school goals identified within the IEP?

c. Are there any changes in this year's IEP's?

10. How are you monitoring student's progress in the vocational classes?

11. Do you use computer instruction to implement the DVI approach?

    a. If yes, please list most effective methods and soft ware.

12. Does the secondary system have a working relationship with the post secondary (VTAE) system?

    a. If yes, please explain effective strategies: (i.e., pool project, contract, vocational assessment, etc.)

13. Are you aware of the Job Training Plan in your service delivery area regarding Job Training Partnership Act? How will handicapped youth be served?

14. Future Direction

15. Other

DVI support visits are positive opportunities to share ideas for improvement and set goals for future action plans. These visits are designed to be flexible and most importantly meet your needs as a DVI.